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AUTHOR Jugenheimer, Donald W.
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ABSTRACT

In order to determine whether advertising should be taught in the journalism school or the business school, it is necessary to consider the strengths of both schools and then to compare them to the objectives of advertising education and the needs of advertising students. The strengths of the business school grow from its systems approach while the strengths of the journalism school grow from its emphasis on language, thinking, and creativity. Among the reasons given for selecting their major, advertising students often list a desire to be creative, an interest in writing, and a desire to be involved with their work. All of these reasons fit into the journalism environment. Further, many of the objectives of advertising are the same as those of journalism. Advertising, then, should be a part of the journalism school curriculum. However, in light of the long struggle for legitimacy by advertising education, both sides of the controversy should be working together toward the same goals. Advertising should be taught within the broader framework of business and journalism programs, not as an isolated institution, but as an integral part of living in the modern world. (FL)

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WHERE DOES THE TEACHING OF ADVERTISING BELONG:

THE CASE FOR THE JOURNALISM SCHOOL

by

Donald W. Jugenheimer

William Allen White School of Journalism

University of Kansas

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WHERE DOES THE TEACHING OF ADVERTISING BELONG:

THE CASE FOR THE JOURNALISM SCHOOL

To determine the appropriate discipline for an advertising educational program, it is essential that we examine the objectives and priorities of advertising education itself, along with the needs and wants of advertising students and our own educational experiences as educators. First, however, it would be useful to explore the strengths of the business school and of the journalism school environments and match these with the motivations of students who study advertising at the college level.

So let's begin by examining the business school and the journalism school and the areas and topics in which each excels. Then we can look into students' motivation for studying advertising and determine which environment -- business or journalism -- best serves the students' needs. These analyses, along with an understanding of advertising education itself, should provide us with the kind of analysis with which we are concerned here today.

Business School Strengths

Many, if not most, schools of business today stress the systems approach to business. In fact, graduates from business schools often begin careers in a novel discipline called "systems analysis," which is concerned with a regularly interacting or interdependent group of items forming a unified whole or interacting under the influence of related forces, an organization forming a network for the purpose of distributing, manufacturing, controlling. Systems analysis serves to explain and study the arrangement and working of this systematic whole, typically by mathematical operations and procedures for accomplishing the most effectively and efficiently.

Certainly the business school leads, and perhaps even pre-empts, the concept of systems approaches.

And the mathematical processes and procedures required lead us to our second strength of the business school: the statistical and mathematical comprehension required of today's business students. There is a strong quantitative orientation present in the modern school of business.

The emphasis of the systems approach and of the mathematical and statistical orientation is their application in problem approaches and solutions. Problem-solving is inherent in most business managerial practices and responsibilities, and the ability to discern, comprehend, isolate, and quantify the decision process is another of the strengths of the business school.

The fourth strength also has already been touched on: the managerial overview that is inherent in business education. Students who study advertising in a business setting learn more than advertising: they learn of its interrelationships with marketing, management, organizational structure and behavior -- in short, it is an integrated business education. All of this fits back into our first listed strength: the systems approach.

Journalism School Strengths

Before we can conduct a similar analysis of the strengths of the journalism school, we first must define just what we mean by "journalism." According to Peterson, Jensen, and Rivers, the study of journalism has gone far beyond the keeping of a journal, the production of newspapers. The concern today is with all the mass media, and the title of the educational unit has seen progressive changes to such

titles as "journalism and communications," to "communications arts and sciences," or simply to "communications." Schools of journalism have come to serve all the media in theoretical and philosophical levels as well as in technical and pragmatic phases. (Peterson, Jensen, and Rivers, pages 8-9.)

But from their very beginnings, journalism schools have had writing and the use of language as their primary strength. Communications is a broader term, to be sure, but the purpose and the result are the same: to transfer information, whether persuasive or not, to an audience via the mass media. So the journalism schools' first strength is language, written or not.

Modern advertising education also utilizes the teaching of thinking to students. The resulting thought processes can be used for problem-solving and decision-making, but they also can be applied to a much broader scope of situations and occurrences. Today's journalism students, whether in advertising or in other aspects of modern communications, can think and resolve problems in business, economic, political, social, scientific, and many other situations. Their mental abilities are not limited by the single discipline in which they happen to be enrolled.

Creativity is another journalism-school strength. Writing is a creative venture, and so is the creative use of the mass media to persuade or inform or entertain. Creativity is inherent in a journalism-based advertising education, to the extent of including specific courses called such things as "Advertising Creative Strategy."

The ties to the mass media mean that the journalism school utilizes broadcast technology, and today the electronic technology has crossed over into the print media. The everyday use of and understanding about the electronic technological developments in our modern world are commonplace in the journalism school of today.

The final strength to be credited to the journalism school is the fact that accrediting of specific advertising curricula is under the control of the American Council on Education for Journalism, and there are twenty-five advertising and advertising management programs listed in last January's accrediting report -- all within journalism and communications environments.

We should also keep in mind that advertising education, although it deals with the specific treatment of advertising techniques, is primarily concerned with education rather than simply with training; there is no trade-school approach left in the modern journalism school.

Why Students Major in Advertising

Now let us look at another consideration of importance: why do students major in advertising? From research that we have conducted at the University of Kansas, involving students majoring in various aspects of journalism, including advertising, we have found some key motivations and interests that are reflected in the selection of advertising as a major.

The primary reason that advertising majors give for selecting their area of study, and a primary reason given by all journalism as well as business students, is career or job opportunities. Sometimes this reason is couched in other terms, such as good salaries upon graduation, but the general reasoning is still the same.

Another important reason for majoring in advertising is the positive exposure to advertising courses. Similar interests are found in students' comments about the reputation of the school on the campus, good teaching, quality of faculty, and the like -- but it all comes down to exposure of these items through the first few courses in advertising: students like the advertising courses.

Then there are several other reasons given that all carry about the same degree of importance in the students' decisions to major in advertising. Many students say that they like the creativity and writing aspects of the field, which we can typify as the creative aspects of advertising. Specific student comments are along the lines of "I like to express myself' and "freedom to write and be creative." Many of the advertising majors like to write, as is true of most journalism students.

Students also tell us that their advertising studies are exciting and invigorating. This feeling applies to the teaching of the advertising courses, to the discipline of advertising itself, and to the feeling of camaraderie that the students find in the journalism school.

A practical education is also important to the students we have researched. Their comments are, "I want to be involved with my job," "it involves all media," and "it's practical." This practical aspect requires a careful balance of specialization along with generalization. As is typical of most journalism schools, we get more specialists at the undergraduate level and more generalists at the graduate level. (Incidentally, this pattern is the reverse of most graduate programs in other disciplines, and might be worth some future study.)

Another incidental note is the importance of the advertising faculty, mentioned earlier, which should not be overlooked. To quote a leader of advertising education, Charles H. Sandage:

> The heart of any good educational program is the talent of the teaching faculty -- a faculty that commands the respect of both fellow faculty members and students. With such a faculty we can then attain our educational objectives, which are fourfold -- to provide students of advertising with a fundamental understanding of the social and economic order in which they live, to cultivate their power of analysis, to assist them in developing a systematic approach to problem solving, and to equip them with enough technical knowledge to become effective beginning professionals in the advertising industry. ("A Very Fertile Spot for Seed Corn," page 8.)

So the exposure to advertising faculty in the beginning advertising courses is an essential part of the major-decision process.

There are some other sources, besides research studies, that will also help us understand why students major in advertising, and why, in fact, people go to work in advertising, whether they have majored in it or not.

The American Association of Advertising Agencies suggested, through its Committee of the Board on Work with Students and Educators, that people are suited for advertising work if they like to write, draw, or illustrate, or if they want to use dramatic talents. The 4A's also suggested that aptitudes for working with facts and figures and for planning and organizing, as well as the ability to meet

new people, might be appropriate advertising talents and abilities. ("Education for Advertising Careers," pages 3-4.)

And a quote from the late Leo Burnett, one of the giants of the advertising agency business, gives credence to the argument favoring the journalism approach:

> There is a newspaper in almost every town and city in the country. Visit one. See how ads come in from the advertiser. See how type is set. See how mats are cast. See how presses are inked and made ready. See how the paper is produced. See how photographs and artwork are put onto metal and locked up for printing. There are no mysteries to these things if you will go out of your way to do the obvious thing -- go and find out.
>
> Everything I say can fit any aspect of advertising . . . . ("Education for Advertising Careers," pages 9-10.)

Matching Strengths with Students' Goals and Advertising Attributes

Now let's go back and review the student motivations and other advertising attributes, and match them with the various strengths of the business school and of the journalism school.

Most of the reasons why students major in advertising, and most of the reasons why advertising practitioners encourage young people to study advertising, and most of the reasons why people work in advertising, match up with the journalism school strengths. Writing, creativity, practical education, job orientation -- all fit into the journalism and communications environment.

In fact, the very characteristics of journalism and of mass communication are the same as those of advertising. According to Peterson, Jensen, and Rivers, the characteristics of mass communication are:

1. it is one-way;
2. it involves selection, both of the audience by the sender and of the messages by the audience members;
3. a few media enable reaching widespread audiences;
4. the media message is addressed to some common denominator;
5. the communicating is done by a social institution, rather than by an individual. (Peterson, Jensen, and Rivers, pages 7-8.)

These same exact characteristics can apply to advertising just as aptly as they can to any other form of communications. Advertising is part of the communications field, and should be taught within the communications field.

Objectives and Priorities of Advertising Education

Advertising education should not, of course, simply set out to attract students by offering only what the students may feel is best for them. But a program must meet the wants and needs of the students, as we have seen the journalism school does for advertising students. To quote Charles Sandage again:

> Our students will react to one appeal more than to another. The self-interest appeal is perhaps the most potent of all in moving one to act. Advertisers spend a great deal of time and money in research and observation to determine what their consumers want most. They then translate the merits of their products in terms of that want. Universities might well do the same thing and utilize the power of self-interest in motivating students in their search for knowledge and understanding. (Sandage, page 210.)

How far must we go, however, in structuring our curricula to meet students' needs? Isn't there a basic educational requirement that must be met? Shouldn't more be provided -- and required -- than just what students may think they are interested in and want to learn?

Of course there is more to it; that's what separates advertising education from mere training in the technical aspects of the field. But to go back again to the writing of Charles Sandage:

> The student who can say that he is majoring in advertising at the university will often be more highly motivated in his study of psychology, sociology, anthropology, literature, mathematics and philosophy than will be the student who takes such courses for their own sake. One is studying for a purpose; the other may be studying only for a degree. (Sandage, page 210.)

As Dr. Sandage continues:

> In building a university curriculum for the advertising student it would probably be wise to provide relatively few specific courses with an advertising label . . . . Those courses should be a mixture of "why" and "how." They might best be offered during the student's last two years of college work and be taken along with work elected from such areas as the humanities; sciences -- both social and natural; and business. (Sandage, page 210.)

You will recognize this proposal as a rather exact description of the advertising program as it is offered in most journalism schools. It is an integral part of the basic philosophy of all journalism education. As Sandage went on to describe it:

> . . . The student's college time devoted to strictly advertising courses is certainly not great. We might look at this percentage as the additive, . . . the catalytic agent in the entire college program. Its presence increases the total learning of the student because it adds significant purpose to his total educational program. (Sandage, page 210.)

There is another important consideration here that is becoming more important every day. Probably most of the students taking advertising courses, especially those taking introductory advertising courses, are not advertising majors -- nor will they ever be advertising majors, nor advertising practitioners. They are studying about advertising and they want to learn about advertising from the consumer viewpoint. They will use advertising as consumers, not as business people, and they want the consumer, not the business, perspective. Such an offering might be a conflict of interest for the business school, but not so for the journalism school.

Our Experiences

In our advertising sequence, we have had many experiences in working with advertising students and with students majoring in other disciplines, including business. Perhaps some of our experiences will provide some insights here.

Our advertising sequence at the University of Kansas competes with some academic programs offered in the School of Business. But our program also competes directly with a curriculum major in advertising and editorial art that is offered by the Department of Design in the School of Fine Arts: in fact, there are more students who must take a choice between the journalism school and the fine arts school than there are who must select between journalism and business. But we try to maintain an amicable relationship with the other units, and the students in the advertising and editorial art curriculum must take advertising

courses in our journalism school -- and many of them take our creative (Advertising Copy and Layout) courses.

Many business school students also take our advertising courses in the School of Journalism. These business students, most of whom are MBA candidates, tell us they come to journalism because they want specific, solid, pragmatic courses in advertising -- and because they learn the practical aspects of marketing in our advertising courses, too.

We have not been quite as successful in our attempts to encourage our advertising students in the journalism school to take coursework in the Department of Design nor in the School of Business. Most of our advertising majors enroll for several business courses. But there are some who report that they are enrolled in our School of Journalism's advertising curriculum because they are "avoiding business courses," "like business but not B-School," and " like marketing but not business (school)" -- while at the same time other students said they were majoring in our advertising program because they "like business orientation" or wanted to "combine art and writing."

Conclusions

To summarize what we have said so far, the mass media emphasis of advertising makes it a natural part of journalism and communications. One problem with this simplification of the issues is the fact that advertising is often taught under the guise of euphemistic terms such as "marketing communication." But in the term "marketing communications," the word "marketing" is an adjective, and the noun -- the part of the term that really applies -- is "communications." So "marketing communications" is one of the many kinds of communications, and that fits into the journalism and communications discipline. It is not "communicative marketing," which would fit into the business discipline. The business-school term "marketing communications" itself must be defined as a branch of communications, the domain of the journalism school.

More important than whether business schools or journalism schools should teach advertising, however, is the primary consideration that advertising must be taught, that advertising education is an essential element in the modern educational institution. We both, business schools and journalism schools, should be working together toward the same goals.

A few years ago, Emerson Foote commented on this problem by quoting:

> . . . from a career booklet on advertising with which one of the largest advertising agencies in this country attempts to woo college men to its ranks. This is a direct quotation.
>
> "As far as education is concerned your major study area may be in a liberal arts field such as English, history, psychology, or language or it may be in a more specialized field like business administration, economics, art or journalism. If you have taken a few courses in advertising, fine, but it is by no means necessary.
>
> "The same is true for advanced degrees. To put it another way, we're more interested in what you can learn, and how much you want to learn, than in what you have learned." (Foote, page 2.)

Then Mr. Foote added his interpretation of the situation:

> To paraphrase this and to bring this somewhat odd situation into sharper focus, what would you think if a leading hospital said to prospective applicants for internships, "If you have taken a few courses in medicine, fine, but it is by no means necessary?' You might think we were back in an era of witchcraft, or at least that medicine wasn't very much of a profession.
>
> Is this attitude toward advertising education to which I have just referred -- and which I assure you is by no means unique -- perhaps a reason why so few people feel advertising is a profession and why so many people think advertising ranges from being useless to something injurious to the national economy?
>
> Looked at another way, it is a belief I strongly hold that the failure of the advertising industry to support, to encourage, to demand academic training worthy of a profession ~~is~~ one of the most serious indictments one can level against advertising as a whole. (Foote, pages 2-3.)

We, as advertising educators, must work together to improve and ~~expand~~ the idea that advertising education is valuable, productive, and worthy of respect. Part of our handicap is that advertising is viewed askance by our educator colleagues: in the business school by the economists, and in the journalism school by the news-editorial faculty.

We have had this problem for a long time, and we have not made much progress in dealing with it. In the fall of 1962, Professor James Moyer spoke to a meeting of the American Association of Advertising Agencies and said:

> Advertising is a relatively young discipline and formalized programs are quite few in number across the land. All academic programs which have preceded us were subjected to some of the same smoke screens of misconceptions, suspicions and doubts. Like them advertising education has its fair share of critics, many of whom are sincerely motivated but perhaps somewhat naive in their beliefs regarding advertising education, how it is handled, and what it is all about. (Foote, page 9.)

Remember, Jim Moyer said that sixteen years ago. How much progress can we claim?

Advertising is business, and advertising is communications. But it is more. We teach more. The renowned advertising copywriter James Webb Young expressed it quite well when he described the true relationship between this (advertising) teaching and a liberal education: namely, that all 'subjects', properly taught, are part of the one great subject -- Life.' ("A Very Fertile Spot for Seed Corn, page 10.)

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